JASH
1988, Vol. 13, No. 4, 288–289
copyright 1988 by
The Association for Persons with Severe Handicaps

AUTHOR INDEX TO VOLUME 13 (1988)

Alwell, Morgen. *See* Hunt, Pam.
Ault, Melinda Jones. *See* Doyle, Patricia M.

Bambara, Linda M.; Warren, Steven F.; and Komisar, Shelley. The Individualized Curriculum Sequencing Model: Effects on Skill Acquisition and Generalization, *13*(1), 8–19
Baumgart, Diane; and Hyatt, Keith. Review of *Community Recreation and Persons with Disabilities: Strategies for Integration* (by Stuart J. Schleien and M. Tipton Ray), *13*(4), 281–282
Berkman, Karen A.; and Meyer, Luanna H. Alternative Strategies and Multiple Outcomes in the Remediation of Severe Self-Injury: Going "All Out" Nonaversively, *13*(2), 76–86
Biklen, Sari Knopp; and Moseley, Charles R. "Are You Retarded?" "No, I'm Catholic": Qualitative Methods in the Study of People with Severe Handicaps, *13*(3), 155–162
Boles, Shawn. Review of *Human Competence: Engineering Worthy Performance* (by Thomas F. Gilbert), *13*(2), 125–127
Bronicki, G. J. Buzz. *See* Guess, Doug
Browder, Diane; Lentz, Francis E.; Knoster, Timothy; and Wilansky, Carol. Determining Extended School Year Eligibility: From Esoteric to Explicit Criteria, *13*(4), 235–243
Bullis, Michael; and Otos, Maurine. Characteristics of Programs for Children with Deaf-Blindness: Results of a National Survey, *13*(2), 110–115

Cole, David A. Statistics for Small Groups: The Power of the Pretest, *13*(3), 142–146
Cordisco, Linda K.; Strain, Phillip S.; and Depew, Nancy. Assessment for Generalization of Parenting Skills in Home Settings, *13*(3), 202–210
Coulter, David L. Beyond Baby Doe: Does Infant Transplantation Justify Euthanasia?, *13*(2), 71–75
Cripe, Juliann. *See* Notari, Angela
Cuvo, Anthony J. Review of *Generalization and Maintenance: Life-Style Changes in Applied Settings* (by Robert H. Horner, Glen Dunlap, and Robert L. Koegel), *13*(4), 275–278

Day, H. Michael. Review of *Community Residences for Persons with Developmental Disabilities* (by Matthew Janicki, Marty Krauss, and Marsha Seltzer), *13*(2), 131–132
Depew, Nancy. *See* Cordisco, Linda K.
Downing, June. Active versus Passive Programming: A Critique of IEP Objectives for Students with the Most Severe Disabilities, *13*(3), 197–201
Doyle, Patricia M.; Wolery, Mark; Ault, Melinda Jones; and Gast, David L. System of Least Prompts: A Literature Review of Procedural Parameters, *13*(1), 28–40

Evans, Ian M. *See* Salisbury, Christine

Ferguson, Brad. *See* McDonnell, John J.
Ferguson, Dianne L. Review of *The Young Person with Down Syndrome: Transition from Adolescence to Adulthood* (edited by Siegfried M. Pueschel), 13(3), 230–231
Ferguson, Dianne L. *See* Ferguson, Philip M.
Ferguson, Philip M.; Ferguson, Dianne L.; and Jones, David. Generations of Hope: Parental Perspectives on the Transitions of Their Children with Severe Retardation from School to Adult Life, *13*(3), 177–187
Fox, Wayne L. Review of *Curriculum Decision-Making for Students with Severe Handicaps: Policy and Practice* (by Dianne L. Ferguson), *13*(1), 62–63

Gast, David L. *See* Doyle, Patricia M.
Gee, Kathy. *See* Sailor, Wayne.
Gent, Pamela; and Mulhauser, Mary Beth. Public Integration of Students with Handicaps: Where It's Been, Where It's Going, and How It's Getting There, *13*(3), 188–196
Goetz, Lori. *See* Hunt, Pam.
Goetz, Lori. *See* Sailor, Wayne.
Graham, Nan. *See* Sailor, Wayne.
Grossi, Teresa. *See* Test, David W.
Guess, Doug; Mulligan-Ault, Marilyn; Roberts, Sally; Struth, John; Seigel-Causey, Ellin; Thompson, Barbara; Bronicki, G. J. Buzz; and Guy, Barbara. Implications of Biobehavioral States for the Education and Treatment of Students with the Most Profoundly Handicapping Conditions, *13*(3), 163–174
Guess, Doug. *See* Mulligan-Ault, Marilyn.
Guy, Barbara. *See* Guess, Doug

Hagner, David. *See* Nisbet, Jan.
Halle, James W. Editorial: Recommendations for Writing and Evaluating Nonexperimental Manuscripts, *13*(2), 69
Hamre-Nietupski, Susan; Krajewski, Lynn; Nietupski, John; Ostercamp, Donna; Sensor, Karen; and Opheim, Barbara. Parent/Professional Partnerships in Advocacy: Developing Integrated Options within Resistive Systems, *13*(4), 251–259
Hughes, Carolyn. Reader Response, *13*(4), 283
Hunt, Pam; Alwell, Morgen; and Goetz, Lori. Acquisition of Conversation Skills and the Reduction of Inappropriate Social Interaction Behaviors, *13*(1), 20–27
Hyatt, Keith. *See* Baumgart, Diane

Jones, David. *See* Ferguson, Philip M.

Keul, Patricia. *See* Test, David W.
Knoster, Timothy. *See* Browder, Diane
Komisar, Shelley. *See* Bambara, Linda M.
Krajewski, Lynn. *See* Hamre-Nietupski, Susan
Kratochwill, Thomas R.; and Williams, Bonnie L. Perspectives on Pitfalls and Hassles in Single-Subject Research, *13*(3), 147–154

Lentz, Francis E. *See* Browder, Diane
Liacopoulos, George N. *See* Wilds, Thomas F.

McDonnell, John J.; and Ferguson, Brad. A Comparison of General Case In Vivo and General Case Simulation Plus In Vivo Training, *13*(2), 116–124
Meyer, Luanna H. Review of *Severe Behavior Disorders in the Mentally Retarded: Nondrug Approaches to Treatment* (edited by Rowland P. Barrett), *13*(1), 54–57
Meyer, Luanna H. *See* Berkman, Karen A.
Moseley, Charles R. Job Satisfaction Research: Implications for Supported Employment, *13*(3), 211–219
Moseley, Charles R. *See* Biklen, Sari Knopp
Mulhauser, Mary Beth. *See* Gent, Pamela
Mulligan-Ault, Marilyn; Guess, Doug; Struth, Lynne; and Thompson, Barbara. The Implementation of Health-Related Procedures in Classrooms for Students with Severe Multiple Impairments, *13*(2), 100–109
Mulligan-Ault, Marilyn. *See* Guess, Doug

Nietupski, John. *See* Hamre-Nietupski, Susan
Nisbet, Jan; and Hagner, David. Natural Supports in the Workplace: A Reexamination of Supported Employment, *13*(4), 260–267
Notari, Angela; and Cripe, Juliann. Review of *In Time and With Love: Caring for Your Special Needs Baby* (by Marilyn Segal), *13*(4), 279–280

Opheim, Barbara. *See* Hamre-Nietupski, Susan
Orelove, Fred. Review of *Innovative Program Design for Individuals with Dual Sensory Impairments* (by Lori Goetz, Doug Guess, and Kathleen Stremel-Campbell), *13*(4), 273–274
Ostercamp, Donna. *See* Hamre-Nietupski, Susan
Otos, Maurine. *See* Bullis, Michael.

Peck, Charles A. Review of *Community Integration for People with Severe Disabilities* (edited by S. J. Taylor, D. Biklen, and J. Knoll), *13*(1), 58–61

Repp, Alan C. Review of *Developing a Research Program in Human Service Agencies* (by Dennis H. Reid), *13*(1), 64–65
Roberts, Sally. *See* Guess, Doug

Sailor, Wayne; Gee, Kathy; Goetz, Lori; and Graham, Nan. Progress in Educating Students with the Most Severe Disabilities: Is There Any?, *13*(2), 87–99
Salisbury, Christine; and Evans, Ian M. Comparison of Parental Involvement in Regular and Special Education, *13*(4), 268–272
Sandow, Dennis. Reader Response, *13*(3), 141
Schalock, Robert L. Review of *Getting Employed, Staying Employed* (by C. S. Mcloughlin, J. B. Garner, and M. Callahan), *13*(2), 128–130
Schalock, Robert L. Review of *Supported Employment: A Community Implementation Guide* (by G. T. Bellamy, L. E. Rhodes, D. M. Mank, and J. M. Albin), *13*(2), 128–130
Schalock, Robert L. Review of *Transition from School to Work: New Challenges for Youth with Severe Disabilities* (by P. Wehman, M. S. Moon, J. M. Everson, W. Wood, and J. M. Barcus), *13*(2), 128–130
Sensor, Karen. *See* Hamre-Nietupski, Susan
Siegel-Causey, Ellin. *See* Guess, Doug
Snell, Martha E. Invited Editorial. Gartner and Lipsky's *Beyond Special Education: Toward a Quality System for all Students*. Message for TASH, *13*(3), 137–140
Sobsey, Dick. Review of *Preventive and Currative Intervention in Mental Retardation* (by Frank J. Menolascino and Jack A. Stark), *13*(3), 226–229
Strain, Philip S. *See* Cordisco, Linda K.
Struth, John. *See* Guess, Doug
Struth, Lynne. *See* Mulligan-Ault, Marilyn.

Taylor, Steven J. Caught in the Continuum: A Critical Analysis of the Principle of the Least Restrictive Environment, *13*(1), 41–53
Taylor, Steven J. Preface to Generations of Hope, *13*(3), 175–176
Test, David W.; Grossi, Teresa; and Keul, Patricia. A Functional Analysis of the Acquisition and Maintenance of Janitorial Skills in a Competitive Work Setting, *13*(1), 1–7
Thompson, Barbara. *See* Guess, Doug
Thompson, Barbara. *See* Mulligan-Ault, Marilyn.

Utley, Bonnie. Review of *Movement and Fundamental Motor Skills for Sensory Deprived Children* (by Laura E. Kratz, Louis M. Tutt, and Delores A. Black), *13*(3), 223–225

Warren, Steven F. *See* Bambara, Linda M.
White, Owen R. Review of *Observing Interaction: An Introduction to Sequential Analysis* (by Roger Bakeman and John M. Gottman), *13*(3), 220–222
Wilansky, Carol. *See* Browder, Diane
Wilds, Thomas F.; and Liacopoulos, George N. Extended School Year Services: A Consumer Perspective on Implementation, *13*(4), 244–250
Williams, Bonnie L. *See* Kratochwill, Thomas R.
Wolery, Mark. *See* Doyle, Patricia M.

JASH
1988, Vol. 13, No. 4, 290–291

copyright 1988 by
The Association for Persons with Severe Handicaps

SUBJECT INDEX TO VOLUME 13 (1988)

adolescents, *13*(1), 1–7, *13*(3), 230–231
adults, *13*(3), 230–231, *13*(4), 260–267
advocacy, *13*(2), 71–75, *13*(4), 251–259
applied behavior analysis, *13*(2), 125–127, *13*(4), 275–278
assessment, *13*(3), 163–174, *13*(4), 235–243
autism, *13*(3), 202–210, *13*(3), 226–229, *13*(4), 244–250, *13*(4), 275–278

Baby Doe, *13*(2), 71–75
behavioral assessment, *13*(4), 235–243
behavior management, *13*(1), 20–27, *13*(1), 54–57, *13*(2), 76–86, *13*(2), 125–127, *13*(3), 202–210
biobehavioral state, *13*(3), 163–174
bioethics, *13*(2), 71–75

choice-making, *13*(2), 76–86
closed head trauma, *13*(3), 163–174
community integration, *13*(1), 58–61
communication, *13*(2), 110–115
communication training, *13*(1), 20–27
community-based, *13*(2), 110–115, *13*(2), 131–132, *13*(4), 281–282
community integration, *13*(1), 41–53, *13*(1), 58–61, *13*(2), 76–86, *13*(2), 87–99, *13*(2), 128–130, *13*(2), 131–132, *13*(4), 260–267, *13*(4), 281–282
community-referenced instruction, *13*(2), 87–99, *13*(2), 116–124
community services, *13*(1), 41–53, *13*(2), 125–127, *13*(2), 131–132, *13*(4), 281–282
competitive employment, *13*(2), 128–130, *13*(3), 211–219
cost-benefit, *13*(2), 125–127
court cases, *13*(4), 235–243
curricula, *13*(1), 62–63, *13*(2), 87–99, *13*(3), 197–201

data analysis, *13*(3), 142–146, *13*(3), 147–154, *13*(3), 220–222, *13*(4), 235–243
data collection, *13*(3), 220–222
decision-making, *13*(2), 76–86, *13*(2), 125–127, *13*(4), 235–243
deinstitutionalization, *13*(2), 131–132
developmental disabilities, *13*(3), 211–219, *13*(3), 226–229
direct care staff, *13*(2), 100–109
discrimination, *13*(4), 275–278
dual sensory impairment, *13*(2), 110–115, *13*(3), 223–225, *13*(4), 273–274

early intervention, *13*(3), 202–210, *13*(4), 279–280
ecological, *13*(3), 220–222
educability, *13*(3), 197–201
educational placement, *13*(1), 41–53, *13*(2), 110–115, *13*(3), 188–196, *13*(4), 251–259
educational validity, *13*(2), 76–86, *13*(2), 87–99
empirical validation, *13*(2), 87–99
employment, *13*(3), 211–219, *13*(4), 260–267
euthanasia, *13*(2), 71–75
extended school year, *13*(4), 235–243, *13*(4), 244–250

families, *13*(2), 110–115, *13*(3), 177–187, *13*(3), 202–210, *13*(4), 251–259, *13*(4), 268–272, *13*(4), 279–280
foster care, *13*(2), 131–132
functional assessment, *13*(1), 20–27
functional skills, *13*(3), 197–201

general case instruction, *13*(2), 116–124, *13*(4), 275–278
generalization, *13*(3), 202–210, *13*(4), 235–243, *13*(4), 275–278
grocery purchasing, *13*(2), 116–124

health care, *13*(2), 100–109

IEPs, *13*(3), 197–201
increasing assistance, *13*(1), 28–40
independent living, *13*(1), 41–53
individualized instruction, *13*(1), 8–19
infants-at-risk, *13*(4), 279–280
instructional objectives, *13*(3), 197–201, *13*(4), 268–272
instructional strategies, *13*(1), 8–19, *13*(1), 28–40, *13*(3), 197–201, *13*(4), 273–274
integration, *13*(1), 41–53, *13*(1), 58–61, *13*(3), 188–196, *13*(4), 251–259, *13*(4), 260–267
intermediate care facility (ICF), *13*(2), 131–132
interviewing, *13*(3), 155–162

job assessment, *13*(2), 128–130, *13*(4), 260–267
job placement, *13*(2), 128–130, *13*(3), 211–219, *13*(4), 260–267
job satisfaction, *13*(3), 211–219

least restrictive environment, *13*(1), 41–53, *13*(3), 188–196, *13*(4), 251–259
leisure/recreation, *13*(3), 223–225, *13*(3), 230–231
litigation, *13*(4), 244–250

mainstreaming, *13*(4), 281–282
maintenance, *13*(4), 235–243, *13*(4), 275–278
measurement, *13*(2), 125–127
medical treatment, *13*(2), 71–75, *13*(2), 100–109, *13*(3), 226–229
medication, *13*(2), 100–109
mental retardation, *13*(3), 163–174, *13*(3), 211–219, *13*(3), 226–229, *13*(3), 230–231, *13*(4), 275–278
methodology, *13*(1), 64–65, *13*(3), 142–146
motor intervention, *13*(3), 223–225
multiple exemplars, *13*(1), 8–19
multiple handicaps, *13*(3), 163–174, *13*(3), 197–201, *13*(3), 226–229, *13*(4), 268–272

natural environment, *13*(1), 8–19, *13*(2), 128–130, *13*(4), 260–267, *13*(4), 281–282
nonaversives, *13*(1), 54–57, *13*(2), 76–86
nonhandicapped peers, *13*(1), 20–27, *13*(4), 260–267, *13*(4), 268–272

observation, *13*(3), 220–222
operant conditioning, *13*(2), 125–127

parent training, *13*(3), 202–210
parent-professional relations, *13*(2), 100–109, *13*(3), 177–187, *13*(4), 251–259, *13*(4), 268–272
parents, *13*(3), 177–187, *13*(3), 202–210, *13*(3), 230–231, *13*(4), 268–272, *13*(4), 275–278, *13*(4), 279–280
participant observation, *13*(3), 155–162
peer relationships, *13*(4), 281–282
P.L. 94–142, *13*(3), 188–196, *13*(4), 244–250
placement, *13*(4), 251–259
policy, *13*(1), 62–63
population definition, *13*(2), 87–99
profound handicaps, *13*(3), 163–174
public policy, *13*(1), 41–53, *13*(2), 71–75, *13*(2), 125–127, *13*(3), 230–231, *13*(4), 244–250
public schools, *13*(4), 251–259, *13*(4), 268–272
punishment, *13*(2), 76–86

qualitative research, *13*(3), 155–162, *13*(3), 177–187
quality of life, *13*(3), 197–201

recreation/leisure skill, *13*(4), 281–282
research, *13*(1), 8–19, *13*(1), 64–65, *13*(3), 147–154, *13*(3), 163–174, *13*(3), 220–222, *13*(3), 226–229
research evaluation, *13*(1), 64–65, *13*(2), 87–99, *13*(3), 147–154
residential, *13*(1), 131–132, *13*(3), 230–231
response prompting, *13*(1), 28–40
restaurant skills, *13*(2), 116–124

school age, *13*(4), 268–272
segregation, *13*(1), 41–53, *13*(4), 251–259
self-control, *13*(2), 76–86
self-injurious behavior, *13*(2), 76–86
sensory impairment, *13*(3), 223–225
sequential analysis, *13*(3), 220–222
seriously ill newborns, *13*(2), 71–75, *13*(3), 226–229
service delivery, *13*(2), 110–115, *13*(2), 125–127, *13*(4), 235–243
simulation, *13*(2), 116–124
skill acquisition, *13*(1), 8–19
skill acquisition research, *13*(1), 1–7
skill cluster instruction, *13*(1), 8–19
skill generalization, *13*(1), 8–19, *13*(4), 275–278
social interaction, *13*(3), 230–231, *13*(4), 281–282
social skills, *13*(4), 281–282
special education, *13*(2), 87–99, *13*(2), 100–109, *13*(3), 197–201, *13*(4), 235–243, *13*(4), 268–272
special educators, *13*(2), 100–109
stimulus control, *13*(4), 275–278
stimulus variation, *13*(1), 8–19
supported employment, *13*(1), 1–7, *13*(2), 128–130, *13*(3), 211–219, *13*(4), 260–267
system of least prompts, *13*(1), 28–40

visual impairments, *13*(3), 223–225
vocational environment, *13*(1), 41–53, *13*(2), 128–130, *13*(3), 211–219
vocational rehabilitation, *13*(2), 128–130, *13*(3), 211–219
vocational training, *13*(1), 1–7, *13*(3), 211–219, *13*(3), 230–231, *13*(4), 260–267